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The National University Extension Association was planning to conduct nine regional training institutes of four weeks each during August, 1966, for 1,060 teacher trainers in adult basic education programs. The institutes were to be operated under Title II B of the Economic Opportunity Act. In this first progress report, information is provided on program objectives, administration, participating universities, problems, and future plans for evaluation and follow-up study. The proposal, grant terms, and conditions for the national training program are included in the appendix. A map shows the nine regions where participating universities are located. Also included are the core curriculum for the program, and a suggested four-week schedule, practicum design, and design of syllabus. (pt)

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THE NATIONAL ADULT BASIC EDUCATION TEACHER TRAINING PROGRAM FOR SUMMER 1966

FIRST PROGRESS REPORT

Conducted by
National University Extension Association
1820 Massachusetts Avenue, N.W.
Washington, D. C. 20036

ED022996

THE NATIONAL ADULT BASIC EDUCATION TEACHER TRAINING PROGRAM FOR SUMMER 1966

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First Progress Report
June 30, 1966

National University Extension Association
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Acknowledgments

We appreciate and acknowledge the cooperation and support of many individuals in Federal and state agencies, The National Association of Public School Adult Education and the Universities selected to represent the nine regions of the U. S. Office of Education. Individual acknowledgments for the total project will be included in the final report.

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THE NATIONAL ADULT BASIC EDUCATION TEACHER TRAINING PROGRAM FOR SUMMER 1966

The Teacher Training Program

The National University Extension Association will conduct nine regional training institutes of four weeks each during August, 1966, for 1,060 teacher trainers in adult basic education programs. These institutes will be operated under Title II B of the Economic Opportunity Act. The purpose is to give advanced training which will enable teacher trainers in each state to carry out their teaching in accordance with the latest available equipment, materials and teaching techniques and to organize and carry out effective training programs for adult basic education teachers in their respective states.

These teacher trainers will return to their local school districts following the institute to teach ABE programs. Each teacher trainer is expected to instruct about 20 teachers between the end of the training institute and January 1, 1967. A total of approximately 300,000 ABE students could be in classes during the first term following the training program. See Appendix A: Proposal for a National Training Program for Teacher Trainers in Adult Basic Education.

Objectives

The immediate objective is to inform teacher trainers about the most advanced technical developments in teaching adult basic education skills and in the most recent developments in principles, methods, materials, organization, administration and in-service training programs in adult basic education.

The ultimate objective of the program is to improve the skills of functionally illiterate adults so that they may be more independent in exercising their economic, social and civic rights and to help them obtain jobs which will provide them with at least a living wage.

Organization

The U. S. Office of Education organized the program around the nine HEW regions and enlisted a university in each region to develop a teacher training program. Each state and territory has been assigned a quota of 20 teacher trainers to send to its regional institute. Thus, each university representing the region will have between 115 and 120 teacher trainers, and the nine regions are expected to have a combined total of 1,060 teacher trainers, allowing for some fallout. If any state or territory sends less than 20 teacher trainers to the institute, the quota for that state or territory will be reassigned to other states and territories which wish to send additional teacher trainers. The procedure is delineated on pages 2 -4 of the proposal in Appendix A.

Dr. Derek Nunney, project manager for the U. S. Office of Education, and his staff, under the direction of Dr. Harold Howe, Dr. Grant Venn and Mr. Jules Pagano, are responsible for the training programs on behalf of the U. S. Office of Education.

Administration

The national office of the National University Extension Association will be responsible for organizing and managing the overall project. See Appendix A.

Robert J. Pitchell, Executive Director of NUEA, is the project director.

James S. Aven, associate director and senior staff consultant, is responsible for assisting in the general operation of the project and the

preparation of an evaluation design of the project. The evaluation proposal will be found in Appendix A.

Joseph Paige is the curriculum consultant and will operate in this capacity as a field advisor for the participating institutions.

Lynn Mack, director of administration, is responsible for general administration and for field operations.

Peggy Langner is the materials consultant for bibliography and reference material, especially in regard to social problems, problems of poverty, and learning systems; and Herb Nichols is concerned with instructional technology.

The administrative and research assistants are Michael Feldstein, Pamela Russell, and Cheryl Broide.

Progress Report

May 25 - June 21 - Preliminary planning and preparation for National Advisory Council meetings and national and regional conferences of state directors of adult basic education and participating institutions of higher education were carried out in cooperation with the program manager in the U. S. Office of Education and officials of the National Association of Public School Adult Educators.

June 9 - The National Advisory Council was selected by the U. S. Office of Education (Appendix D).

June 14 - 16 - The National Advisory Council of Adult Basic Education met at the Dupont Plaza Hotel to develop a "Suggested Core Curriculum for the Teacher Trainer Program." (Appendix D) The suggested core curriculum defines basic terms, describes some characteristics of adult basic education students, suggests criteria for selection of teacher trainers, provides guidelines for courses,

principles, methods, material, and administrative procedures for adult basic education programs. The core curriculum was later revised to include evaluation procedures and sample weekly schedules.

June 22 - 25 - The National Adult Basic Education Teacher Trainer Conference was held in Washington, D. C. (Appendix E) Representatives from forty-two states, nine universities, the U. S. Office of Education, NAPSAE and the National University Extension Association met at the Mayflower Hotel to plan the teacher training program and to discuss special local, state and regional needs.

Progress Reports of Universities

Region I — University of Connecticut, Storrs
Training Director - Alan Hugg
Administrative Coordinator - Albert Jeffers

A regional meeting has been scheduled for Friday, July 1, with state directors, curriculum consultants, officials from the U. S. Office of Education and NUEA.

Region II — State University of New York, Buffalo
Training Director - Carl Minnich
Administrative Coordinator - Nicholas Kish

The first meeting for Region II is scheduled for July 6 from 11:00 - 3:00 pm. The meeting will take place at the student union on the university campus. The state directors for the regions have been contacted and will be present or send their representative.

Region III — University of North Carolina and North Carolina State University, Raleigh

Training Director - J. B. Adair
Administrative Coordinator - E. J. Boone

A regional meeting will be held on Tuesday, July 5. Educational specialists and curriculum consultants have been invited to attend. A brochure has been written and printed describing the institute to be held in August.

Region IV — Florida State University, Tallahassee

Training Director - Sam Hand
Administrative Coordinator - John Mikols

The training director has planned a regional meeting for 9:00 am Tuesday, July 5. Participants will include educational specialists and regional representatives. Final work on the curriculum is being conducted.

Region V — Wayne State University, Detroit

Training Director - Ben Jordan
Administrative Coordinator - Paul McWilliams

A regional meeting has been scheduled for July 12 at Wayne State. The staff for the institute has been identified and the syllabus is in the initial planning stage. Arrangements have been made for living accommodations during the training period.

Region VI — University of Missouri, Kansas City

Training Director - Carl Powers
Administrative Coordinator - David Tanquary

A regional meeting is scheduled for July 7 and 8 in Kansas City. State Directors of adult basic education will be in attendance. A committee of consultants to work on the curriculum is being set up at the University of Missouri.

Region VII — University of Texas, Austin

Training Director - William E. Barrow
Administrative Coordinator - Bishop Pitts

A regional conference, held June 28, included representatives from all states within the region. Materials sent to the state directors include reimbursement procedures, biographical data sheets, summary of topics, techniques, credits, and location and cost of training institute.

In planning for the program, it was decided each state would present one area in which it has had previous experience.

New Mexico - Problems of illiterates in multi-cultures
Louisiana - Testimony for identification and selection of students
Texas - Video-tape techniques in adult basic education practicum
Oklahoma - Indian programs in adult basic education

Work is now being completed at the University of Texas on the curriculum. The development of an ABE curriculum, the use of selected materials in teaching English as a second language and procedures for working with migratory groups have been integrated into the core curriculum.

Region VIII — University of Colorado, Denver

Training Director - Virginia Banks
Administrative Coordinator - John Swenson

A memo sent to the state directors explained the major emphasis, workshop program, schedule, housing stipends and travel allowance of the training institute. A regional meeting has been scheduled for July 18 with the state directors, and consultants from USOE and NUEA.

Region IX University of California, Los Angeles
Training Director - Hunter Fitzgerald
Administrative Coordinator - Mary Jane Hewitt

On June 27, notice was received from the University of Southern California that they would not be able to participate in the project. The U. S. Office of Education then contacted the University of California to explore the possiblities of their carrying on the ABE program. An affirmative response was given pending a meeting on Thursday, July 7, with representatives from the U. S. Office of Education, NUEA, and the University of California at Los Angeles. A regional meeting with state directors, consultants from U. S. Office of Education, and NUEA has been planned for July 12 and 13 in San Francisco.

Data Collection and Use

Evaluation and follow-up data will be secured about the university training program, the teacher trainers, the ABE instruction and the ABE students.

A. University Data

1. Statement of Work
2. Biographical data from staff
3. Objectives of the institute
4. Institute schedule
5. Content of institute curriculum
6. Description of practicum
7. List of selected readings
8. List of technological equipment and description of use
9. Names and specialities of consultants

10. Description of materials display
11. Living accommodations for teacher trainers
12. Description of institute, evaluation procedures, and a final report

B. Teacher trainer data

1. Biographical data
2. Pre and post survey of program
3. Number of ABE instructors trained (follow-up study)
4. Evaluation of teacher training programs for ABE instructors (follow-up study)

C. ABE instruction (follow-up study)

1. Biographical data
2. Evaluation of program

Problems and Opportunities

The implementation and administration of this teacher training program are affected significantly by its scope, timing, innovativeness, newness, and the complexity of group and institutional involvements, in addition to the usual problems of staffing and financing.

A national program involving hundreds or thousands of participants from every state creates planning and timing problems of a greater magnitude than a local program involving less than 100 participants.

A program involving the participation of many private institutions and government units at the federal, state or local levels requires more careful planning and coordination than one involving a single unit of government or a single private institution.

A program which must be organized with minimum or inadequate lead time cannot be planned as carefully or as fully as a program allowing adequate lead time.

A program being tried for the first time with little or no experience to go on always involves higher risks than one in which decisions can be based on direct prior experience.

Finally, an innovative program necessarily involves changes in methods and the attitudes and behavioral patterns of persons and institutions which will be affected by it.

This program has drawn upon the full administrative and management capabilities of all participating institutions during this planning stage. It is new, innovative, national in scope, and involves over a thousand trainees from every state. These trainees are to be trained at nine locations by nine independent educational institutions requiring the management support of a non-profit professional association, the cooperative effort of the federal, state and local units of government in every state and the advice and counsel of many leading scholars and practicioners in a variety of special fields related to teacher training, educational hardware and adult basic education.

Two major problems have been persistent throughout the planning stage. First, uncertain financing at both federal and state levels has made it extremely difficult to commit available resources or mobilize new resources.

Secondly, lack of a specific detailed program design has hampered the effectiveness of the communications process and the ability to coordinate the activities of the scattered participants.

To cope with these situations, the resources of NUEA with its institutional facilities in every state, its long established communications network, its flexibility in operations and its extensive experience in conferences and institutes have been applied.

The appointment of an advisory council has been an efficient technique for solving to some degree the need for a detailed program design, although many specifics will have to be worked out in the weeks ahead. The national and regional conferences have also been effective

tools for rapid communications about the program and for coordinating the diverse groups whose participation or assistance is crucial toward the success of the program.

In summary, it is clear that an earlier commitment of funds would solve many of the problems encountered in the planning stage of the program and would allow detailed plans to be worked out so that regional resources could be used in a more efficient and effective manner.

Future Plans

NUEA, in cooperation with the U. S. Office of Education, will give full support to the universities and state directors in the development, organization, administration and implementation of a successful teacher training program. In addition, an evaluation and follow-up study is being designed.

In supporting the request of the training directors, lists of material, equipment and consultants in ABE programs are being prepared, and will be sent to the universities by July 15.

Summary Statement

Even though the agencies of government, NUEA, the universities, the state directors and other supporting groups have been handicapped by a lack of time, there is ample evidence that the initial organizing efforts are proceeding better than anyone expected. The next 15 days are crucial from the planning point of view. Close coordination between the U. S. Office of Education, NUEA, the universities and the directors will be vital in the recruitment of teacher trainers and in the development of an effective training program in adult basic education.

APPENDIX A

PROPOSAL FOR A NATIONAL TRAINING PROGRAM FOR TEACHER TRAINERS IN ADULT BASIC EDUCATION PROGRAMS FUNDED UNDER TITLE II B ECONOMIC OPPORTUNITY ACT

SUBMITTED TO ADULT EDUCATION BRANCH
U. S. OFFICE OF EDUCATION

by

NATIONAL UNIVERSITY EXTENSION ASSOCIATION
1820 Massachusetts Avenue, N.W., Suite 40
Washington, D. C. 20036

Robert J. Pitchell, Executive Director

Project Title

1966 summer training program for teacher trainers in adult basic education

Statement of Work to be Performed

The National University Extension Association proposes to conduct 9 or more regional training institutes of 4 weeks each during August, 1966, for 1,060 teacher trainers in adult basic education programs operated under Title II B of the Economic Opportunity Act. The institutes will be conducted by one or more universities in each Office of Education region. The purpose will be to give advanced training which will enable teacher trainers in each state to organize and carry out effective in-service training programs for adult basic education teachers in their respective states.

NUEA will assist in organizing a national advisory council for adult basic education and will provide logistic support to its members and for its meetings. The council's function will be to advise the Office of Education and NUEA on curriculum needs for the training institutes.

NUEA will organize and administer a national orientation conference for staff of participating institutions, Office of Education regional offices and state directors of adult basic education from each state and territory.

NUEA will prepare an evaluation of the training programs which will include a survey of the effects of the training on programs in the field.

Objectives

1. The ultimate objective is to improve the skills of functional illiterates so that they may be more competitive occupationally, more useful socially and more capable of individual growth and achievement.

2. The intermediate objective is to expand and improve the competencies of teachers of adult basic education.

3. The immediate objective is to train teacher trainers in the most advanced developments in adult basic skills teaching and in the most efficient methods for organizing and administering in-service training programs.

4. Participating universities can be expected to focus more clearly and intensively than previously on needs and problems in adult basic skills teaching and the training of teachers in this rapidly developing field.

Procedure

The national office of National University Extension Association will be responsible for organizing and managing the overall project.

The regional training institutes will be carried out by nine or more member institutions of NUEA. The institutions will be selected by the Office of Education from all institutions expressing an interest in and having a capability for carrying out the programs. Adequate residential facilities and a strong program in teacher training will be requirements for selection.

1. A national advisory council will be appointed with the assistance of the National Association of Public School Adult Educators. This committee will report to the Office of Education its recommendations on the curriculum to be used by the training institutes.

2. The Office of Education will review these recommendations and prescribe the curriculum to be used by June 22.

3. A two-day national conference of participating institutions, state directors of adult basic education and representatives of Office of Education regional offices will be held in Washington for orientation on administrative and fiscal requirements of the program and for review and discussion of the curriculum.

Immediately after the national meeting ends, the participants will reconvene into regional groups to discuss regional problems and needs which ought to be included in the curriculum of the training institutes.

4. The Office of Education will allocate the total of teacher trainers among the states and territories for attendance at the institutes.

5. State directors will be responsible for recruitment of teacher trainers for the institutes. Their activities in this regard will be coordinated with the training directors for the institutes.

6. The institutes will be held during a four-week period in August at a time which is mutually convenient for the participating universities and the states in each region.

7. Evaluation will take place during the sessions of the institute and in the field after the institutes are over.

8. A final report will be prepared by NUEA and submitted by November 30 when the project ends.

Capabilities

Membership of the National University Extension Association consists of 110 leading institutions of higher education in 49 states, the District of Columbia, and Puerto Rico with extension and continuing education programs as well as in 4 Canadian institutions. (List attached)

In 1964-65, member institutions registered 1,676,000 persons in extension classes and 1,197,000 persons in conferences, institutes, and workshops in addition to correspondence, community development and extensive public service activities. Association members can rapidly augment the national office staff with specialists in every field of administration and management of a broad range of training, extension and continuing education activities.

The association has been in continuous operation for over 50 years. Its complex organizational structure indicates the scope and depth of its activities. (See attached directory and volume entitled "Expanding Horizons....Continuing Education")

The continuous communications among members, officers and employees of the assocation have established not only the facility for the rapid communications required by a crash-type program but also the degree of trust and rapport that are essential for administering a multi-situs national program. Over the years, the association has published many reports and studies in various phases of training activities. In 1965 it administered the Head Start staff training program for 30,000 trainees at 146 locations over a four-week period.

Schedule

May 25 - June 21	Preliminary planning and preparation for national advisory council meeting and national and regional conferences of state directors of adult basic education and participating institutions of higher education.
June 9	Selection of National Advisory Council by Office of Education
June 14-16	National Advisory Council meeting, Washington, D. C.
June 17	Selection of 9 participating universities by Office of Education
June 21	Submission of core curriculum to NUEA by Office of Education
June 22-25	National and regional conferences, Washington, D. C.
July 1	Subcontracts submitted to participating universities
July 16	Submission of syllabus to NUEA by participating universities
July 16	Designation of teacher trainers by state directors of adult basic education
July 20	Reallocation of allotments to states by Office of Education if necessary
July 23	Designation of practicum for each regional institute by state directors of adult basic education in states in which institutes are located

August	Four week teacher trainer institutes at participating universities to be completed by September 2. Evaluation survey to begin during institutes.
September	Field work for evaluation survey
October - November	Preparation of final report
November 30	Submission of final report to Office of Education, and end of project

Instruction

The duration of each institute will be 4 weeks and will take place during August on dates to be determined for each institution.

Sessions will be for approximately 8 hours per day, 5 1/2 days per week.

A normal schedule will include approximately 3 hours per day in lecture instruction for the entire group and 3 hours in small group discussion sessions of 25-30 persons each.

Observation and field work will be centered at the practicum operated by the designated school system for the institute.

The curriculum will be structured on the core curriculum provided by the Office of Education plus regional supplements and modifications agreed to by the state directors of adult basic education, regional officials of the Office of Education and the training director of the institute in each region.

NUEA shall provide consultants on curriculum to the Office of Education and participating institutions as needed.

Administration

NUEA shall provide all managerial services for the national aspects of the program.

Cooperative agreements will be entered into with participating institutions of higher education which shall be responsible for the adminis-

tration of the institutes, including instruction, housing and meals for participants and the payment of travel and stipends to participants.

State directors shall be responsible for selection of the teacher trainers who are to attend the regional institute in their respective regions and for designation of the practicum to be used by the institute.

The Office of Education shall be responsible for selection of participating institutions from the lists of available institutions in each region as provided by NUEA.

For the purpose of implementing the project, normal channels of communication shall be from a designated program manager in the Office of Education to the project director in NUEA. NUEA shall require that each participating institution designate a training director who shall be responsible for organizing and administering the curriculum and the hiring of staff. He shall be responsible for all communications with NUEA.

Communications between participating institutions and state directors shall be through a designated official in each OE region, except as otherwise agreed to by the institution and the OE regional office.

All funds shall be disbursed through NUEA.

Finances

Participants shall be allowed reimbursement for travel for one round trip between home and participating institution when the institution is outside normal commuting range of the participant. Air travel shall be at less than first-class except when otherwise unavailable and travel by private auto shall be reimbursed at the rate of 8 cents per mile.

Participants shall be paid a stipend of $75 per week plus $15 for each dependent as defined by regulations of the Office of Education for similar programs

Participating institutions shall be paid a fixed amount of $36,000 for administration of the institute.

The fixed amount of $36,000 assumes assignment of approximately 100-120 participants to each institute.

NUEA shall pay all costs for national conferences, including travel and subsistence for participants, all costs of managing the national aspects of the project, all costs of preparing the final report of the project and all costs of carrying out evaluation of the training program.

Salary rates, fringe benefits, travel and subsistence reimbursement shall be in accordance with prevailing regulations and practices of NUEA.

Anticipatory pre-grant costs will be allowable costs for the period beginning May 25 until the effective date of the grant.

Proposed Budget

1966 Summer Training Program for Teacher Trainers in Adult Basic Education

1. SUMMARY

a. Instruction

Trainee's travel and subsistence	$ 572,400
*Instruction (fixed amount including a portion of indirect costs)	324,000
	$ 896,000

b. Management

Personnel		$ 42,100
Services and supplies		25,000
National meetings		30,000
Evaluation		51,300
	Total Management	$ 148,400
	Total direct costs	$ 1,044,800
c. *Overhead - 8%		10,200
		$ 1,055,000

*Overhead actually $78,150 but limited by total amount of grant

Institutions	(fixed)	$ 67,950
NUEA		10,200
	Total indirect costs	$ 78,150

2. DETAILED INSTRUCTION BUDGET

a. Trainee travel and subsistence expenses

Assumptions:

Trainees will average a dependency allowance of $35 in addition to subsistence allowance of $75 per week
Round trip travel will average $100

1,060 trainees subsistence @ $110 per trainee per week for 4 weeks	$ 466,400
1,060 trainees travel @ $100 per trainee	106,000
	$ 572,400

b. Instruction

Requirements:

1,060 trainees @ 9 institutions
4 week course, 5-1/2 days per week
6 hours per day of instruction, half lecture, half dicussion groups
4 discussion groups per hour of instruction
66 total lecture hours
264 total discussion session hours

Instruction at fixed amount of $36,000 per participating institution.

Total for 9 institutions:	$ 324,000

3. DETAILED MANAGEMENT BUDGET

a. Personnel - Association Office

Project Director	6 mos	half time	@ $1,000 mo	$ 6,000
Associate Director	6 mos	full time	@ $1,500 mo	9,000
Curriculum Coord.	5 mos	consultant	@ $700 mo	3,500
Admin. Director	6 mos	full time	@ $1,000 mo	6,000
Admin. Assistant	3 mos	full time	@ $400 mo	1,200
Admin. Assistant	5 mos	full time	@ $640 mo	3,200
1 Secretary	6 mos	half time	@ $300 mo	1,800
1 Secretary	6 mos	full time	@ $500 mo	3,000
Part time clerical				3,500
NAPSAE consultation	3 mos		@ $500 mo	1,500
				$ 38,700
Fringe benefits including Social Security				3,400
				$ 42,100

b. Services and Supplies

Telephone	$ 5,000
Postage	500
Travel and moving	7,500
Supplies	2,200
Printing and duplicating	6,000
Miscellaneous meetings	500
Rental of equipment and space:	
8 desks and chairs @ $25 mo, 6 mos	1,200
4 typewriters @ $25 mo, 6 mos	600
Additional space - 600 sq. ft., 6 mos	1,200
Parking space	300
	$ 25,000

c. National Meeting Expenses

(1) National Advisory Council for Adult Basic Education

15 persons travel @ $150	$ 2,250
Subsistence @ $25 per day for 3 days	1,125
Meeting facilities	250
Miscellaneous	375
Consultants 60 days @ $75	4,500
	$ 8,500

(2) NUEA National Conference for Teacher Trainers in Adult Basic Education

Attendance:

3 representatives each participating university	27
1 state director each state and territory	55
1 OE representative each OE region	9
5 observers, OE	5
	96

Assumptions:

OE Personnel will be reimbursed from OE funds
Travel costs will average $150 per person
Meetings will last 4 days
Subsistence will be reimbursed at average of $20 per person per day

Travel and subsistence for 81 persons @ $230	$ 18,630
Lecture fees, 2 @ $80	160
Travel and per diem for lecturers	300
Program materials and supplies, $5 per attendee	500
Program staff aids, 2 @ $20 per day	160
Conference facilities	500
Meals and miscellaneous expenses	750
Consultants	500
	$ 21,500

4. DETAILED EVALUATION STUDY BUDGET

Personnel

Design specialist, 1 mo @ $1,500	$ 1,500
Director of field operations, 3 mos @ $1,200	3,600
Programmer - Senior, 2 mos @ $1,000	2,000
36 Interviewers, 3 weeks @ $150 week	16,200
1 Research Assistant, 3 mos @ $750	2,250
Statistician, part-time	1,500
Consultant, 30 days @ $75	2,250
Fringe benefits	2,700
Total personnel	$ 32,000

Services and supplies

Per diem for 36 interviewers, 10 days each @ average of $15		$ 5,400
Travel		6,500
Computer time and material		4,000
Supplies, duplicating		1,000
Telephone and telegraph		2,000
Postage		400
	Total services and supplies	$ 19,300
	Total evaluation	51,300

AMENDMENT TO "PROPOSAL FOR A NATIONAL TRAINING PROGRAM FOR TEACHER TRAINERS IN ADULT BASIC EDUCATION PROGRAMS FUNDED UNDER TITLE II B ECONOMIC OPPORTUNITY ACT" BY NATIONAL UNIVERSITY EXTENSION ASSOCIATION, ROBERT J. PITCHELL, EXECUTIVE DIRECTOR.

The following information relating to the evaluation survey supplements the references to this survey in the basic proposal.

Evaluation

Purposes:

1. The general purpose of the evaluation survey is to assess the short range results of the training program so that more effective training can be provided by those who operate the program and greater benefits will be realized by those who participate in the program.

2. More specific purposes include:

a. To acquire demographic, socio-economic, attitudual, motivational and professional background information on the participants in the training institutes.

b. To measure the impact of the training institutes on participants in terms of their capabilities for carrying out the objectives of the adult basic education program.

c. To evaluate the curriculum and applied teacher techniques in the training institutes and in subsequent adult basic training classes.

Data to be Obtained:

On teacher participants

professional training in ABE and related fields
experience in ABE and related fields

current position, salary level
attitudes on
    adult students
    working with the poor
    basic skills training
    status of ABE
    public relations work with community
    training institute program
knowledge of
    basic principles of learning
    special techniques for ABE training
    sociology of the poor
    national ABE program

On training institute

content of curriculum
special training techniques
use of practicum
background and qualifications of teaching staff
administrative organization
staff attitudes toward program

On programs in the field

changes in organization of courses
changes in curriculum content
changes in teaching techniques
changes in attitudes of teachers
changes in attitudes of administration

Procedures

A research design for the survey will be prepared during June and the early part of July. Appropriate forms will be prepared and produced.

An administrative plan for organizing and carrying out the field work will be prepared during the same period.

Data on institute participants, curriculum and teaching techniques will be compiled during the August training sessions at the 9 participating institutions.

Data on the impact of the institutes on teaching in local programs will be compiled in September after institute participants return home.

Results will be collated during October and a report prepared during November.

Results will be disseminated to participants as soon as available.

APPENDIX B

NOTIFICATION OF GRANT AWARD

HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
GRANT TERMS AND CONDITIONS

1. Definitions:
   - Commissioner
   - Assistant Commissioner
   - Grants Officer
   - Authorized Representative of the Grants Officer
   - Project Director
   - Principal Investigator
2. Duties and Responsibilities of ARGO
3. Scope of Work
4. Reports
5. Disputes
6. Changes
7. Revocation
8. Publications and Presentation
9. Fiscal and Auditing Procedures
10. Cooperative Agreements
11. Salaries and Wages
12. Travel
13. Clearance of Forms
14. Anticipatory Costs
15. Equipment

1. Definitions
As used throughout this Grant document, the following terms shall have the meanings set forth below:

a. The term "Secretary" means the Secretary of Health, Education, and Welfare

b. The term "Commissioner" means the Commissioner of Education.

c. The term "Assistant Commissioner" means the Assistant Commissioner for the Contracts and Construction Service

d. The term "Grants Officer" means the employee of the U. S. Office of Education who has been delegated authority to execute this Grant document on behalf of the Government.

e. The term "ARGO" shall mean the authorized representative of the Grants Officer

f. The term "Project Director" means the person who is responsible for supervising the work for the Grantee to assure that the terms and conditions of the Grant are carried out.

g. The term "Principal Investigator" means the employee of the Grantee who is responsible for the direct supervision of the work (technical only if appropriate) and who will participate in the conduct of the work regardless of whether he is to receive any compensation from the Grant funds.

2. Duties and Responsibilities of ARGO
The duties and responsibilities of the ARGO shall be those set out in this document, if any, those set out in the copy of the ARGO'S authorization furnished the Grantee when furnished, and such others as the Grants Officer may from time to time during the life of the Grant delegate to ARGO in writing when a copy of that written delegation is furnished the Grantee.

3. Scope of the Work
The work and/or services the Grantee shall perform as a condition of receiving this Grant shall be those set out in the proposal attached to the Grant document and designated Appendix A.

4. Reports

a. Technical Progress Project Reports
The Grantee shall submit to the Office of Education 6 copies of the report on the activities carried out under this Grant in the manner and form agreed to on June 30, 1966, August 30, 1966 and November 30, 1966.

b. Fiscal Reports
The Grantee shall submit to the Office of Education for transmission to the Grants Officer and the Fiscal Office 6 copies of a final report of expenditures no later than 60 days after the termination date of this Grant.

c. Unexpended Funds
Any funds remaining unexpended or unobligated at the termination date of this Grant shall be refunded by check made payable to the U. S. Office of Education within 90 days from date of such termination, with the exception of $324,000.00, namely the total of the fixed amounts payable to each of the nine participating institutions.

5. Disputes

a. Except as otherwise provided in this Grant, any dispute concerning a question of fact arising under this Grant shall be decided by the Grants Officer, who shall reduce his decision in writing and mail or otherwise furnish a copy thereof to the Grantee. The decision of the Grants Officer shall be final and conclusive unless within 30 days from the date or receipt of such copy, the Grantee mails or otherwise furnishes to the Grants Officer a written appeal addressed to the Secretary. The decision of the Secretary, or his duly authorized representative for the determination of such appeals, shall be final and conclusive unless determined by a court of competent jurisdiction to have been fraudulent, or capricious, or arbitrary, or so grossly erroneous as necessarily to imply bad faith, or not supported by substantial evidence. In connection with any appeal proceeding under this condition, the Grantee shall be afforded an opportunity to be heard and to offer evidence in support of its appeal. Pending final decision of a dispute hereunder, the Grantee shall proceed diligently with the performance of the work and in accordance with the Grants Officer's decision.

b. This "Disputes" condition does not preclude consideration of law questions in connection with decisions provided for in paragraph (a) above: Provided, that nothing in this Grant shall be construed as making final the decision of any administrative official, representative, or board on a question of law.

6. Changes

This Grant may be changed at any time by mutual agreement. If any such change causes an increase or decrease in the cost of, or the time required for performance of this work or otherwise affects any other condition of this Grant, an equitable adjustment may be made in the cost and in such other conditions of this Grant as may be affected, and Grant shall be modified accordingly in writing by the Grants Officer.

7. Revocation

Grants may be revoked in whole or in part from time to time by the Grants Officer. Revocation will be effective on the date of receipt of notification from the Grants Officer. Financial obligations incurred by the Grantee prior to the effective date of the revocation will not be retroactively affected by the revocation. The Grantee agrees to furnish the Grants Officer an itemized accounting of funds expended, obligated and remaining under the Grant within 30 days of the effective date of revocation. The Grantee, also, agrees to remit the amounts found due, and requested by the Grants Officer in writing, within 30 days of the receipt of such request following the submission of the Grantee's accounting or, if no accounting be furnished within 30 days from the effective date of revocation, within 30 days from the date of receipt of the Grants Officer's request. Should the Grantee make request for review pursuant to the condition on disputes, it must do so in writing within the time limit provided for the return of funds. The Grantee shall notify the Grants Officer in writing whenever it has reason to believe revocation would be appropriate, setting out the reasons therefor in detail.

8. Publications and Presentation

Any publication or presentation by means of the various informational media resulting from, or primarily related to, performance of work under this Grant shall contain the following acknowledgement:

> The work presented or reported herein was performed pursuant to a Grant from the U. S. Office of Education, Department of Health, Education, and Welfare.

The Grantee shall provide the ARGO with 5 copies of any publication and reserve a right for the use of any production resulting from, or primarily related to, the work performed under this Grant to the U. S. Office of Education.

9. Fiscal and Auditing Procedures

a. Custody of Funds
Each project proposal shall designate the officer who will receive and have custody of project funds.

b. Fiscal Procedures
Each Grantee receiving Federal funds for an approved project shall provide for such fiscal control and fund accounting procedures as are necessary to assure proper disbursment of, and accounting for, the Federal funds paid to it. Accounts and supporting documents relating to project expenditures shall be adequate to permit an accurate and expeditious audit.

c. Auditing Procedures
Each Grantee shall make available project expenditure records, and such records shall be available to auditors of the Federal Government until expiration of 3 years after final payment under this Grant or until audited by representatives of the Federal Government, whichever is later.

10. Cooperative Agreements
A grantee may enter into a cooperative agreement or contract to provide services under this Grant if the services to be so provided, as well as the cooperating institution, organization, or agency, are specified in the project proposal and if the agreement or contract is acceptable to the Grants Officer. Such a cooperative agreement or contract will be acceptable only if the Grants Officer is assured that the Grantee will retain the responsibility for supervision of the project.

11. Salaries and Wages

a. The current policies of the local institution, with respect to administration of salary and wage scales shall be applied to salaries and wages payable under this Grant. The term "administration of salary and wage scales" is interpreted to mean hours of work, overtime rates, outside activities, general wage increases, and individual promotions.

b. Consultants shall be paid at the prevailing rates established by the local institution. In exceptional cases, where the required caliber of services cannot be obtained at the prevailing rates, a request to pay a higher rate with justification therefor should be submitted to the Grants Officer for consideration and prior approval before the commitment is made.

12. Travel

a. Travel shall be in accordance with local regulations.

b. No foreign travel is authorized under this Grant unless prior approval is received from the Grants Officer.

13. Clearance of Forms

In the event the work performed involves the collection of identical information from ten or more individuals or organizations other than Federal employees or agencies, the Grantee will submit to the Grants Officer six copies of all questionnaire forms and survey plans for approval prior to their use. (Federal Reports Act of 1942)

14. Anticipatory Costs

Costs which have been incurred by the Grantee in anticipation of the execution of this Grant, from May 25, 1966 to the effective date hereof and which, if incurred after the effective date of this Grant, would have been considered allowable costs hereunder, shall be allowable costs hereunder provided, however, that such costs shall not exceed $50,000 dollars. Anticipatory costs under a grant are allowable only when authorized in writing by the Grants Officer.

15. Equipment

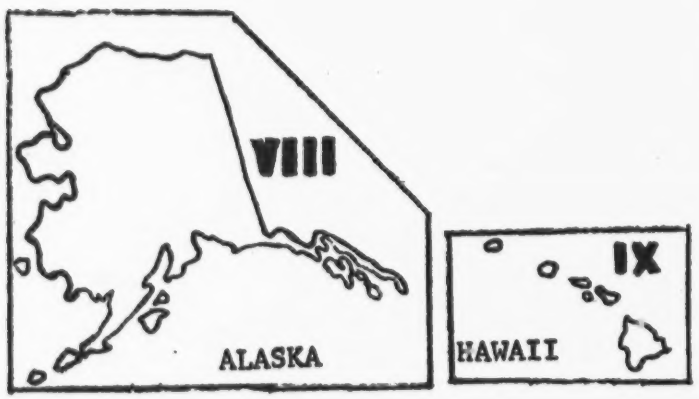
Purchase of equipment under this Grant is unauthorized.

16. Payment Schedule

June 30, 1966	$ 100,000
August 30, 1966	600,000
November 30, 1966	355,000

APPENDIX C

THE NATIONAL ADULT BASIC EDUCATION TEACHER TRAINING PROGRAM FOR SUMMER 1966



REGION	UNIVERSITY
I	Univ. of Conn, Storrs, Conn.
II	State Univ. of N.Y., Buffalo
III	N. Car. State Univ. Raleigh
IV	Florida State Univ, Tallahassee
V	Wayne State Univ., Detriot
VI	Univ. of Mo, Kansas City
VII	Univ. of Texas, Austin
VIII	Univ. of Colorado, Boulder
IX	Univ. of California. Los Angeles

APPENDIX D

NATIONAL CORE CURRICULUM FOR
U. S. OFFICE OF EDUCATION
TEACHER TRAINING INSTITUTES

As recommended by the National Advisory Council
for Adult Basic Education Teacher Training Programs,
1966, in conjunction with the Division of Adult Education.

U. S. OFFICE OF EDUCATION

This curriculum was produced as a cooperative venture in cooperation with the National University Extension Association, the National Association of Public School Adult Educators, and the U. S. Office of Education. We would like to express our thanks to the following people who participated in the National Advisory Council for Adult Basic Education Teacher Training Programs for their fine contributions.

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NAPSAE

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Executive Director

Mr. James Dorland
Associate Executive Director

NATIONAL CORE CURRICULUM
FOR TEACHER-TRAINING INSTITUTES

Introduction

This document is intended as an outline of the teacher-training program for Adult Basic Education. While the document may seem detailed, the training program, as developed by the training institution, should be open to creativity. The shortness of time dictates that the document be fairly structured; yet the structure should indicate guidelines for further development by the training institution during the next few months.

The main purpose of the ABE program is to provide the opportunity for adults who have less than an elementray education to improve their communications skills (listening, speaking, reading and writing), quantitative skills (arithmetic and basic mathematics), personal-social skills, and economic skills (vocational and life management pursuits).

The term "teacher-trainer" refers to the person who will be educated for this position by a university during the four-week training course. The term "teacher" refers to a person taught by a teacher-trainer. The term "student" denotes the under-educated person who is taught by the "teacher."

Selection of Institute Trainees

While the selection of potential teacher-trainers will be handled by appropriate state agencies, it is suggested that these qualifications for teacher-trainers be considered:

(1) successful teaching experience, preferably with ABE programs
(2) Bachelor's degree or equivalent
(3) evidence of sensitivity to the target population
(4) evidence of acceptance by other teachers
(5) evidence (letter of intent) of continued participation in ABE programs

Bio-Data Sketches. To aid in reviewing the background of teacher-trainers, it is suggested that State Directors provide the training institution with a bio-data sketch of each participant.

Curriculum - Broad Areas

The teacher-trainer education program is designed to be of four-weeks duration (22 instructional days). It is suggested that emphasis be placed on the following broad areas in the priorities indicated:

(1) Understanding the student and the target population
(2) Ways to train and work with ABE teachers
(3) Content of the ABE program
(4) The ABE teacher - a profile
(5) Evaluation of ABE programs
(6) Administration

Program Format

Since one of the most important elements in any effective educational system is the teacher, it is evident that particular attention be paid to training ABE teachers in a program that is both unique and demanding. The guide to curriculum suggested in this document is designed to prepare teacher trainers to:

(1) aid in pre-service and in-service training of teachers
(2) assist state directors, as needed, in the selection of teachers in ABE programs
(3) evaluate ABE programs

College Credit

It has been proposed that college credit for the four-week course will provide additional incentive for the attendance of high-calibre personnel at the institute. A certificate will be presented at the completion of the institute to each participant.

Weekly Schedules

Several weekly schedules developed from previous workshops have been included to illustrate some possible approaches which might be employed by the training institutions. It is emphasized, however, that each institution is urged to use experimental and innovative approaches in the design of the ABE teacher-trainer workshop.

Suggestions for Teacher-Trainer Program

The teacher-trainer, after completing his course of study, will be responsible for training teachers for work in adult basic education programs. The following breakdown follows the broad areas established above. For further information and background on these areas, refer to the publications by the U. S. Office of Education, and A Guide for Teacher Trainers in Adult Basic Education, The National Association for Public School Adult Education, A Department of the National Education Association, Washington, D. C., 1966.

I. Understanding the Student and the Target Population

Experience has shown that students in ABE programs will be lacking in:

(1) communication skills (listening, speaking, reading, and writing)
(2) quantitative skills
(3) personal-social skills
(4) health information
(5) basic science competencies
(6) economic competencies

In addition to the deficiencies listed above, students will generally be:

(1) of low self-concept
(2) culturally different
(3) below average in verbal and quantitative aptitudes
(4) of short interest span
(5) hostile toward a school environment
(6) congregated in urban slums and economically disadvantaged rural areas
(7) poorly motivated for further education
(8) seeking recognition for any type of activity
(9) unhealthy because of unsanitary home and community situations
(10) of a level of aspiration that is our of phase with his level of capability
(11) hostile toward authority
(12) present oriented rather than future oriented
(13) non-participating in ok-type organized activity
(14) unacceptable to many persons

Although this list is but an example of the many characteristics that might be noted, each of these topics can be employed as points of discussion in seminars that the teacher-trainer might conduct. In consideration of this fact, the teacher-trainer should be thoroughly informed about the characteristics of the under-educated student.

II. Ways to Train and Work With ABE Teachers

The teacher-trainer, in order to be able to advise administrators concerning teaching personnel in ABE programs, should be aware of the following criteria:

(1) acceptable mental capability
(2) personal characteristics that lend themselves to acceptance by the target population
(3) acceptable educational background
(4) acceptable motivational pattern
(5) adaptability
    (a) in relating content to the interest and needs of the target population
    (b) in using a wide range of materials and techniques
    (c) in shifting from an elementary or secondary program for children to an ABE program

The teacher-trainer must understand that ABE teachers should be highly motivated because of the difference in attitudes of ABE students as compared to those of children in elementary and secondary schools.

III. Content of the ABE Program

The teacher-trainer should be educated in the methods and materials of instruction, educational technology, guidance and counseling techniques, and methods of evaluation and measurement to be employed with both the student (under-educated person) and the teacher. The suggested curriculum for the instruction of the teacher-trainer is presented in terms of the knowledge he should possess concerning the contents associated with the instruction of the student and teacher, respectively.

Student	Teacher
(1) communications skills (listening, speaking, reading, and writing)	(1) methods and materials of of instruction of communications skills
(2) quantitative skills (arithmetic, and basic mathematics)	(2) methods and materials of instruction of quantitative skills
(3) personal-social skills	(3) methods and materials of instruction of personal-social skills
(4) health education	(4) methods and materials in health education
(5) science skills (applied household science)	(5) methods and materials of instruction of science skills
(6) economic skills (vocational and household management duties)	(6) methods and materials of economic skills
	(7) educational technology (use of audio-visual equipment, including the tape recorder, programmed instruction, and portable video-tape recorders)
	(8) guidance and counseling techniques (group and individual)
	(9) measurement and evaluation techniques
	(10) selected aspects of educational psychology (e.g. basic laws of learning)
	(11) selected aspects of soc. work
	(12) knowledge of the opportunity structure of the community

In addition to the topics listed above, the teacher-trainer must be equipped to teach the teacher how to:

(1) conduct field trips
(2) use role playing as an instructional technique
(3) employ language which is understandable to students
(4) participate in supervised teaching experiences
(5) assess materials of instruction
(6) treat English as a second language
(7) challenge and retain student interest
(8) create materials based on the needs of his students

IV. The ABE Teacher - Profile

While material in this area is limited, each workshop should be encouraged to explore all factors related to the total effectiveness of the ABE teacher.

V. Evaluation of the ABE Program

The Adult Basic Education Division of the U. S. Office of Education plans to conduct an evaluation and systems analysis of its education and training program at all levels of endeavor. In order to collect data for these efforts, the division will need to enlist the help of teacher-trainers, teachers and students involved in ABE programs. It is in this context, and in the interests of continuity, self enlightenment and contribution to knowledge that the teacher-trainer must be introduced to the concept of data banks pertaining to:

(1) students
(2) teachers
(3) methods and materials of instruction
(4) monitoring processes (including student follow-up data)
(5) administrative procedures generally associated with programs of adult basic education

Since the main purpose of the evaluation and systems analysis activities will be to improve ABE programs, the information derived by these approaches will be shared with appropriate state and local agencies throughout the educational establishment of the nation. Although the program is not planned in detail at this time,

it is generally envisioned that through these efforts: (1) certain terms employed throughout adult education programs will become more clearly defined than they are at the present time; (2) a national reporting system involving administrative data and research data will be established; (3) an information storage and retrieval system for ABE endeavors will be developed; and (4) a centralized repository of information pertaining to materials of instruction designed for various types of adult basic education programs will be started.

The following are examples of the items whose need is anticipated by the ABE Division for its evaluation and systems analysis endeavors:

A. Personnel (Information pertaining to teacher-trainer, teacher and student)

(1) personal data
(2) aptitude measures
(3) achievement measures
(4) personality inventory
(5) occupational experience
(6) educational background
(7) motivational pattern (descriptive)
(8) anecdotal records during training period

B. Contents (methods and materials of instruction; support information and techniques)

(1) content item
(2) equipment and/or materials
(3) source of supply
(4) date purchased
(5) date discarded
(6) maintenance record
(7) utilitization (frequency of use)
(8) unit price
(9) other types of inventory and content analysis data

C. Administration (example of data bank)

(1) monitoring processes (progress and follow-up reports)
(2) student job placement
(3) student enrollments

(4) daily attendance records
(5) reporting procedures
(6) accounting procedures
(7) inventory procedures

VI. Administration

The teacher-trainer should be familiar with certain areas of the administrative matrix generally associated with a program of basic education. For example, the teacher-trainer should be capable of making teachers aware of program costs, including provisions for facilities and equipment, acquisition of materials of instruction, and the maintenance of monitoring processes for student evaluation and program assessment.

MODEL OF WEEKLY SCHEDULE FOR TEACHER TRAINER EDUCATION PROGRAM

Although the suggested curriculum might appear to be highly structured, it is the intent of the Adult Basic Education Division to encourage alteration of the curriculum and schedule as regional and local requirements and demands might tend to indicate. Innovation in the instructional program and flexibility in operations are encouraged. Extensive use of portable video tape recorders, programmed instruction techniques, modular scheduling, and simulation laboratory experiences are the types of innovations that the ABE Division hopes the training institutes will utilize in their teacher-training education programs.

Comment

It should be noted that this document describes a suggested curriculum for a teacher-training education program in ABE. The curriculum should cover a schedule of five and one-half days per week for period of four weeks. It is suggested that a minimum number of modules (units) of each set of experiences be included in the program. For example, the teacher-trainer with background A, might need ten modules of refresher work in educational psychology, forty modules in portable video tape laboratory experience, twenty-five modules of programmed instruction techniques, and fifty modules in methods and materials of instruction distributed over mathematics, science, communications skills, economic skills and personal-

social skills. Teacher-trainer B, with a background decidedly different from that of A, would demand another type of modular approach to his program of instruction. In this fashion, flexible scheduling is encouraged and innovation is abetted.

SUGGESTED 4-WEEK PLAN

Week I	Week II	Week III	Week IV
The Learner Lecture & discussion Observation Practicum	The Teacher New testing procedures and applications in practicum	Counselling and application	Administrative Support Guidelines Data bank requirements Practicum and application

ALTERNATE SUGGESTED WEEKLY SCHEDULE - A

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
8:30 - 9:20	Group Guidance	Tests and Measurements	Group Guidance	Tests and Measurements	Group Guidance	
9:30 - 10:20	Meth/Mtls of Math Inst	Counselling Lab	Counselling Lab	Counselling Lab	Meth/Mtls of Math Inst	Group
10:30 - 11:20	Sociology	Simulation Lab ABE	Sociology	Simulation Lab ABE	Sociology	Seminar
11:30 - 12:20	Ed. Psych	Meth/Mtls of Comm. Skills	Meth/Mtls of Comm. Skills	Meth/Mtls of Comm. Skills	Ed. Psych.	on
1:30 - 2:20	Prog. Inst. Tech	Ed. Psych.	Soc. Work	Prog. Inst. Tech	Simulation Lab ABE	Field
2:30 - 3:20	Port. Vid. Tape Lab	Audio-Visual Tech	Field Trip	Port. Vid. Tape Lab.	Simulation Lab ABE	Problems
3:30 - 4:20	Soc. Work Tech	Prog. Inst. Tech	Field Trip	Simulation Lab ABE	Port. Vid. Tape Lab	

Evenings for organized group projects

ALTERNATE SUGGESTED WEEKLY SCHEDULE- B

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Sociol. & Psych.	Methods and Materials	Sociol. & Psych.	Methods and Materials	Sociol. & Psych.	Field Trip
Lecture	Lecture and Disc.	Lecture and Disc.	Lecture and Disc.		

(Involving Theory of Counselling, Test and Measurement and Audio-Visual Techniques)

Discussion and Practicum	Discussion and Practicum	Discussion and Practicum	Discussion and Practicum	Discussion and Practicum

(Techniques in counselling, portable video lab, programmed instructions and simulated lab)

Evenings for organized group projects

PRACTICUM

Essentially, the training program should be experience-based. The lecture discussions described in this document should serve as the theoretical basis for the practicum activities. Because we will be training teachers who already are experienced, only a minimum of time should need to be devoted to a restatement of the more predominant characteristics of the learner, of the teacher, of the socio-psychological dimensions of the overall problem of teaching functional, or semi-functional, illiterate persons. Our intent here is to gear the teacher training program to experienced in-service teacher training.

Accordingly, we have asked each of the state directors of adult basic education, within whose states are located the nine training institutions, to establish a practicum setting for the training program. It is hoped that the following model will serve as a guideline to the state directors and the training institutions.

Practicum Design

1. The local city or county should have 5-10 classes of students (functional or semi-functional illiterates) in operation, each class with about 15 students. These classes would be part of the on-going program of the large city or center close to the training institution. It might be necessary for the city or county to set up some of these classroom situations on the campus for immediate observation purposes. One-way vision in our classroom setting would be highly desirable, if not essential.

2. The state director should work with the local city or county to establish an in-service teacher training program with at least 30-50 participants and 2-4 teacher trainers to provide a variety of teaching styles. This would be part of the regular on-going program and will have one of the regular state or county staff members conducting the in-service training program. It would serve as a second observation setting for the teacher trainers attending the institute. It would be best if university institute staff members would cooperate with the local adult basic education staff members in the organization of this second part of the practicum. The use of one-way vision classrooms to facilitate observation of an on-going in-service training program for teacher training will be highly desirable, if not essential.

Observations of Video Taped Practicum Situations

All video tape recordings should be made of both the student learning situation and the in-service teacher training situation for analysis in the classroom by the teacher-trainer institute participants.

Practicum Scheduling

1. In the first two days all institute participants should observe either directly or on video tape a class of students (functional or semi-functional illiterates). It is expected that the classroom to be observed will be utilizing individualized instruction, multi-media learning stations, audio-visual presentations, and other modern, educational technological innovations. This would form a basis for application of the lecture discussion material in the first week, which should be related to the learner and his socio-psychological milieu.

2. The in-service teacher training program practicum setting should be under the direction of the ablest staff members in the city or center, for these will serve as a model for the teacher-trainer institute participants. If the schedule does not permit direct observation of all phases of this in-service training setting, arrangements should be made wherever possible to record the sequences on video tape.

In that case, arrangements should be made to have duplicate copies of the video tapes made so that they can be made available to other training institutions when necessary. This might well be a prime activity through the month of July.

Summary of Practicum Settings

1. 5-10 classes of students (functional or semi-functional illiterates), 15 per class.

2. 2-4 in-service teacher training classes set up by the local city or center.

3. All practicum settings should occur in rooms where there are one-way vision facilities.

4. Video tape recordings of model students learning and in-service teacher training settings should be made in July.

SYLLABUS

Each university will be asked to design a document describing program design, content, faculty, arrangements and scheduling for the teacher-training institute. These should be submitted to the Office of Education by July 15, 1966.

The syllabus will incorporate the national core curriculum as described above.

A proposed syllabus format might include the following:

Overview

General Administration
- Selection
- Biographical data on staff
- Living accommodations
- Subsistence fees, travel
- Biographical data of trainees

Core Curriculum

Plans for Evaluation

Scheduling

Suggested Reading

APPENDIX E

ADULT BASIC EDUCATION TEACHER TRAINER CONFERENCE
SUMMER 1966

June 22 - 24, 1966

The Mayflower Hotel
Washington, D. C.

Sponsored by

NATIONAL UNIVERSITY EXTENSION ASSOCIATION
1820 Massachusetts Avenue, N.W., Suite 40
Washington, D. C. 20036

In cooperation with

ADULT BASIC EDUCATION PROGRAM
BUREAU OF ADULT AND VOCATIONAL EDUCATION
U. S. OFFICE OF EDUCATION
Washington, D. C.

NATIONAL UNIVERSITY EXTENSION ASSOCIATION
1820 Massachusetts Avenue, N.W., Suite 40
Washington, D. C. 20036

United States Office of Education
Adult Basic Education Teacher Trainer Program
Summer 1966

ADULT BASIC EDUCATION TEACHER TRAINER CONFERENCE

June 22 - 24, 1966
Mayflower Hotel
Washington, D. C.

Wednesday, June 22, 1966

12:00 - 7:00 pm — Registration
Promenade Deck Lobby

3:00 pm — General Session — Robert J. Pitchell, Presiding
Colonial Room

"The Adult Education Program: An Overview"
Jules Pagano, Director, Adult Education Programs, USOE

"The Summer Training Program, 1966"
Derek N. Nunney, Director, Adult Basic Education, USOE

"The Role of NUEA in Adult Basic Education Summer Training Programs"
Robert J. Pitchell, Executive Director, NUEA

"Problems and Opportunities in Teacher Training at State and Local Levels"
James Dorland, Assistant Executive Director
National Association for Public School Adult Education (NAPSAE)

"USOE Supportive Roles in Summer Training Programs, Adult Basic Education"
Presentation of staff of Adult Basic Education Division, USOE
Hy Hoffman, State Plans, Adult Education Programs.

"USOE Regional Organization and Planning for Adult and Basic Education"
Discussion of the Project Calendar
Derek N. Nunney

5:30 - 6:00 pm — Refreshments
Colonial Room

6:30 pm
State Room

Dinner Meeting

Robert J. Pitchell
Presiding

Introduction of Speaker: Jules Pagano

Speaker: Harold Howe,II, Commissioner, USOE

8:30 - 10:00 pm
Various Suites

Regional Orientation Meetings

Region I, University of Connecticut, States of Connecticut, Massachusetts, Maine, New Hampshire, Vermont

Region II, State University of New York at Buffalo, States of Delaware, Pennsylvania, Commonwealth of Puerto Rico, New Jersey, New York

Region III, North Carolina State University and University of North Carolina, States of District of Columbia, Kentucky, Maryland, North Carolina, Virginia, West Virgini

Region IV, Florida State System of Education, States of Alabama, Florida, Georgia, Mississippi, South Carolina, Tennessee

Region V, Wayne State University, States of Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin

Region VI, University of Missouri, States of Iowa, Kansas, Missouri, Nebraska, North Dakota, State Dakota

Region VII, University of Texas, States of Arizona, Arkansas, Louisiana, New Mexico, Oklahoma, Texas

Region VIII, University of Colorado, States of Alaska, Colorado, Idaho, Montana, Utah, Wyoming

Region IX, University of Southern California, States of California, Guam, Hawaii, Nevada, Oregon, Washington

Resource Persons

Region I	Gene Sullivan
Region II	Maurice Kessman
Region III	Barbara Chandler
Region IV	Jennie Clyde Hollis
Region V	Betty Donahue
Region VI	Walter Agnew
Region VII	Joseph C. Paige
Region VIII	Morris Brown
Region IX	James Dorland

Thursday, June 23, 1966

9:00 am
Chinese Room

"The National Core Curriculum"
Derek N. Nunney, Chairman

1. The Curriculum
   Joseph Hill, Chairman, National Advisory Council for Adult Basic Education Teacher Training Program, Summer, 1966

2. The Practicum
   a. Experiences with North Carolina Teacher Training Program

      Monroe Neff, Director, Adult Education and Community Service Program, State Board of Education, Raleigh, North Carolina

      J. B. Adair, Director, Adult Basic Education Center, North Carolina State University, Raleigh, North Carolina

   b. Experiences with Detroit Teacher Training Program

      Elvin Rasof, Director, Special Youth Project, Detroit City Schools, Detroit, Michigan

      Benjamin Jordan, Director, Credit Program, Division of University Extension, Wayne State University, Detroit, Michigan

10:45 am — Coffee
Chinese Room

10:45 am
Chinese Room

3. The NAPSAE Teacher Trainer Guide

   Derek N. Nunney, Robert Luke, Executive Secretary, NAPSAE, Len P. Oliver, University of Maryland, James Dorland, NAPSAE, Virginia Warren, NAPSAE

4. Program Design

   Hy Hoffman, USOE, Joseph C. Paige, NUEA Staff Consultant

12:00 noon — Luncheon Meeting — Robert J. Pitchell Presiding
Main Ballroom

Introduction of Speaker, Jules Pagano

Speaker: Grant Venn, Associate Commissioner for Adult and Vocational Education, USOE

1:30 pm
Main Ballroom

Derek N. Nunney
Presiding

"New Trends in Education and Training"
David F. Bushnell, Director, Division of Adult and Vocational Research, USOE

Bert Holtby, Forest Service, U. S. Department of Agriculture

John Gore, National Training Center, Internal Revenue Service

2:30 pm
Main Ballroom

"Review of Exhibits: Newer Learning Systems"
Jennie Clyde Hollis, Specialist, Adult Basic Education Materials, Adult Basic Education Division, USOE

3:00 - 6:30 pm
Main Ballroom

Exhibits Open

3:00 - 5:30 pm

Special Meeting for Sub Contractors (University Extension Administrators Only)

5:00 - 6:00 pm
Capitol Suite B

Special meeting for state directors and university training officers
Hy Hoffman and USOE staff

6:00 - 6:30 pm
Pennsylvania Suite

Dinner Meeting

For regional group chairmen and USOE staff only

<u>Friday, June 24, 1966</u>

9:00 am
Chinese Room

General Session

Robert J. Pitchell
Presiding

James Thurman, Associate Commissioner of Field Services, USOE

Walter Agnew, Deputy Director, Division of Adult Education Programs, USOE

9:45 am — Regional Meetings

These meetings should establish guidelines for regional curricula.

District Room	Region I
Potomac Room	Region II
North Room	Region III
Columbia Room	Region IV
Capitol Suite A	Region V
Capitol Suite B	Region VI
New York Suite A	Region VII
New York Suite B	Region VIII
Concord Room	Region IX

12:00 noon — Luncheon Meeting
Maryland Room

For regional group chairman and USOE staff only.

2:00 pm — Regional Meetings

3:45 pm — Coffee
Chinese Room

4:00 - 5:00 pm — Final Session — Derek N. Nunney, Presiding
Chinese Room

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on Adult Education